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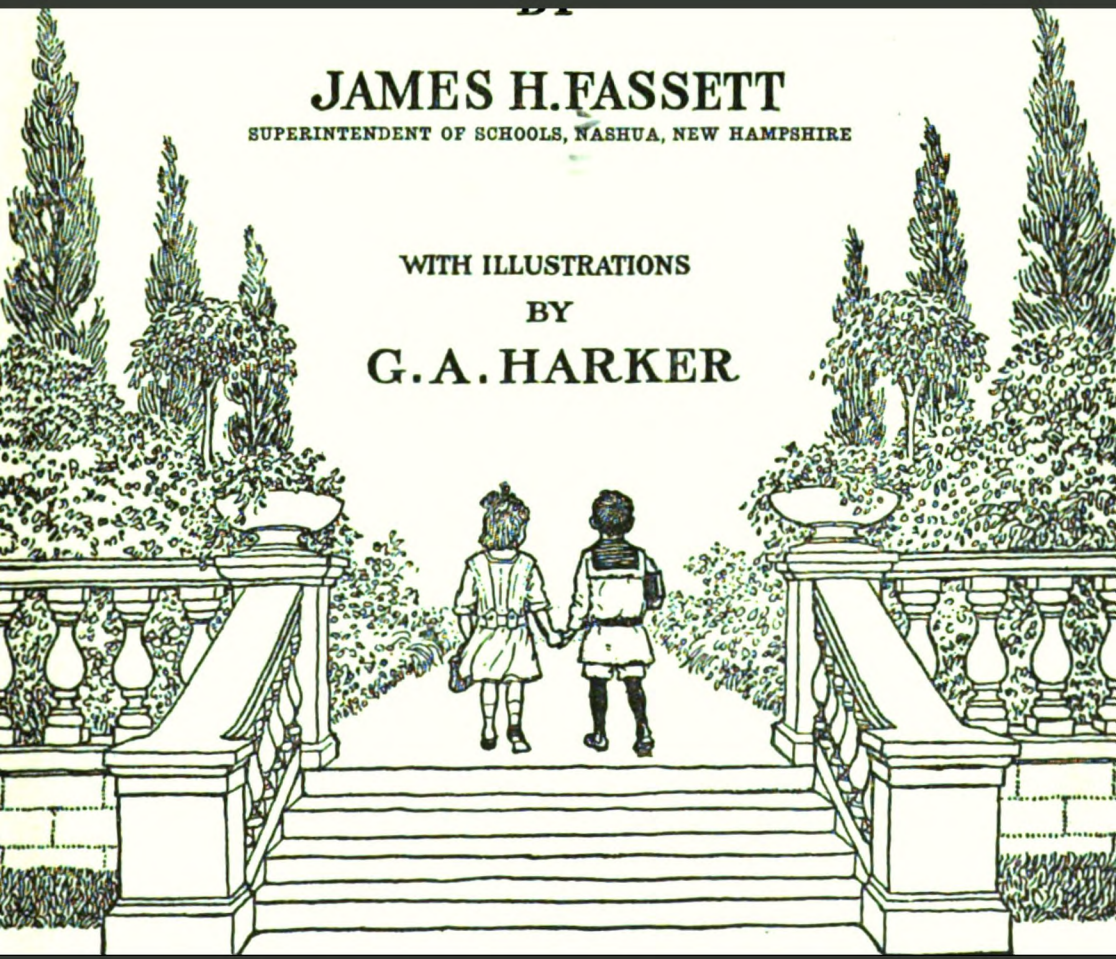

The Beacon primer

James Hiram Fassett, G. A. Harker

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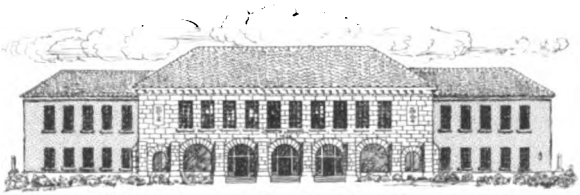

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THE BEACON PRIMER

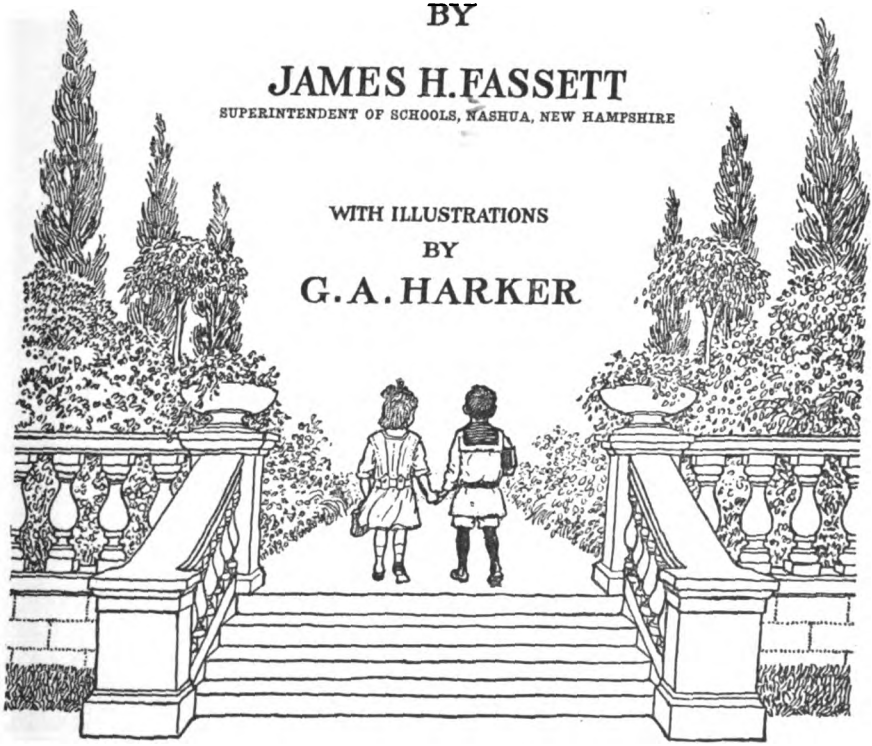
NOV 7 1915
STANFORD
JUNIOR UNIVERSITY

BY

JAMES H. FASSETT

SUPERINTENDENT OF SCHOOLS, NASHUA, NEW HAMPSHIRE

WITH ILLUSTRATIONS
BY
G. A. HARKER



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BOSTON · NEW YORK · CHICAGO · LONDON

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PREFACE

The object of this primer is to offer a set of easy reading lessons worked out in connection with a series of graded exercises in phonetic drill for the purpose of assisting the child in the easiest and most direct way to acquire the power of word getting, of word mastery, and of reading.

The idea of the author can best be explained by stating that he has endeavored to carry out in this phonetic primer the exact principles which Noah Webster embodied in his so-called Spelling Book, a book which in reality was not a speller, but a primer, or a first book for teaching reading.

If the reader will carefully examine a copy of Noah Webster's Spelling Book, he will become convinced that Webster's idea of teaching reading consisted of two distinct parts, namely: (1) tables of words carefully arranged according to their difficulty; (2) reading exercises based upon the words found in these tables. Thus Webster developed a method which long usage proved logical and sound.

Besides the consonants and the short sounds of the vowels, there are but few phonetic rules which the pupil needs to learn before recognizing the majority of English words. These rules, when brought to his understanding through practice on long lists of selected words where only one difficulty is presented at a time, quickly and surely develop the reading power.

It is found in practice that with proper development of the principles underlying the phonetic part of the English language, the use of diacritical marks is unnecessary; in fact, they are worse than useless, for they present to the eye not the true form of the letter or

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word, but an artificial and arbitrary form which the child must soon learn to discard.

In preparing the phonetic tables, only those words have been used which are easily within the comprehension of the child, except in those cases where not enough common words could be found for the necessary drill.

The short sounds of the vowels are presented first because the words containing short vowels are far in excess of those containing long vowels; moreover, from the very structure of the English language, vowels are short unless modified by position, or by the addition of final *e*.

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DIRECTIONS TO TEACHERS

General Plan. Do not confuse the directions found on this and on the following pages, which relate entirely to the development of the phonetic power,[1] with the directions which relate solely to the development of the reading lessons by the word and sentence method.[2] It should be clearly understood that at first there must be two distinct lines of teaching carried on side by side, namely: (1) the drill upon phonetic lists for the purpose of developing phonetic power in the child; (2) the reading of simple stories by the word and sentence method until the child's power in phonetics is far enough advanced to enable him to apply it in his reading lessons.

The application of this phonetic power to reading will vary somewhat with the class, but it will usually be developed sufficiently when Part II is reached, if the directions are carefully followed.

First Principles. Before the teacher can use any system of phonetics, she must have a clear conception of the sounds of the individual letters. This can best be obtained by selecting a few simple words and slowly speaking them aloud, carefully analyzing the sound of each letter as it issues from the mouth. Note accurately the position of tongue, lips, and teeth. Take, for instance, the word *fan:* by dwelling on the first letter *f*, it will be noticed that the under lip is brought back until it comes in contact with the upper teeth, thus producing the correct sound of the letter *f*. Then the lower jaw is dropped slightly and the short sound of *a* follows. Finally, to produce the

[1] See also directions found on the first page of the Phonetic Chart.

[2] See also directions found on the first page of the Reading Chart.

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n, the tip of the tongue is brought to the roof of the mouth just behind the upper teeth. In a similar way the teacher should analyze the sounds of the separate letters of the words *big*, *b-i-g*; *sum*, *s-u-m*; *wet*, *w-e-t*; *cod*, *c-o-d*, etc. until she can indicate to her pupils the correct position of the lips, tongue, and teeth in forming all letters.

Letter Cards. The letter cards found upon the letter sheets which accompany the Phonetic Chart are designed to be cut off by the teacher when she reaches them in her phonetic work. The arrangement of the cards will be found to follow the work on the chart and the advanced work as found in this primer. The letter on the opposite side of the card is given in each case in the upper left-hand corner.

Aids to Memory. One of the first principles of good teaching is to arouse the true interest of the child in the thing to be taught. In this particular case, true interest can best be aroused through the image power of the child. For instance, the teacher wishes to develop the sound of the letter *t*, and tells this little story to her class:

One day Johnny's papa brought home a present for him. The present was in a little box with paper and string around it. When Johnny's papa handed the box to him, he said, "Now, Johnny, this present is not like your ball and kite; it can say something. When you find it, hold it to your ear." Then Johnny carefully untied the string of the box, and very carefully took off the paper. When he opened the box, what do you think! Yes; there lay a pretty little watch. Johnny held the watch to his ear. What did the watch say to him? Here is a *picture* of what the watch *said*. (At this point the teacher holds up a letter card with a letter *t* upon it.) It said *t-t-t-t*. (Give the *sound*, not the alphabet name.)

Underlying Principles. It is perfectly evident that by weaving a little story about a present and a watch held to the ear, the teacher caught the children's attention, and when, at the critical point in

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the story, with the children full of expectancy, she substituted a symbol for the expected sound, both the *symbol* and the *sound* were impressed upon their memory.

In the same way the sounds of the other letters and combinations of letters should be developed as they are presented in the chart. Suggestive outline stories will be found on the back of the letter cards in the letter sheets. These stories, of course, will need to be elaborated and changed to suit the teacher's own ideas. Other stories will serve just as well if she adheres to the same principle.

Use of Pictures. The teacher should not make the mistake of using a picture to represent the sounds. A sharp line of demarcation should be drawn between the pupil's true interest which is aroused through his internal activity and that apparent interest due to mere amusement. Here we wish to get an *auditory* image, an image of the tick itself; the *letter*, then, should be the picture of the sound it represents. It must be remembered that while the adult mind has difficulty, and, in fact, finds it impossible, to thus mentally picture the letter *t* as the tick of a watch, the child experiences no difficulty whatsoever. A picture of the watch, therefore, for this particular purpose is not only useless but serves to confuse the child.

IMPORTANT DIRECTIONS

1. Keep the drill upon the Letter Cards and the phonetic tables of the Chart and of the Primer entirely distinct from the reading lesson for the first few months.
2. By using the Letter Cards and the Phonetic Chart, there is little or no need of blackboard work on the part of the teacher.
3. If the blackboard is used, printed characters are far preferable to script, although, of course, script may be used.

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4. Insist on the proper position of lips, tongue, and teeth in sounding the letters.
5. Work constantly for rapidity.
6. Work for the individual; concert work is absolutely useless.
7. Do not leave the first list of letters until each child knows and can tell instantly the sounds of all the letters.
8. As soon as some facility in sounding is achieved, encourage the child to sound the words silently and to give them as wholes.
9. Work constantly for instant recognition of words as wholes. It will be readily seen that until this point of instant recognition is mastered, the phonetic knowledge of the child is practically useless for true reading; hence the desirability of keeping the phonetic work and the reading separate until this power has been acquired.

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BEACON PRIMER

PHONETIC TABLES

This book is planned to be used in connection with the Phonetic Chart. The following tables and exercises should not be taught until the Phonetic Chart is completed.[1]

After finishing the tables found in the chart, the child should come to this work with considerable phonetic power. The following words should be recognized silently and given as wholes at the rate of thirty to forty per minute.

had	map	rag	cat	had
ham	mat	ran	fan	lap
hat	pad	rat	fat	man
lad	pan	tag	bad	sat
lag	sad	tan	bag	rap
lap	sap	tap	nag	bag
man	sat	can	nap	fan

[1] If it is impossible to use the Phonetic Chart, teach the sounds of the following letters: *s, f, h, t, b, r, n, m, c, k, g, d, l, p,* and the short sound of *a*; also *ba, ha, la, ma, na, pa, sa, ra, ta, ca, ga, fa.* When the child has mastered these, build groups upon the blackboard as follows:

ra-n	ha-d	la-d	ma-d	ta-g
ra-p	ha-m	la-g	ma-n	ta-n
ra-t	ha-t	la-p	ma-t	ta-p

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The importance of using the Phonetic Chart before taking the following tables cannot be emphasized too strongly. The chart has been planned to exactly supplement these exercises.[1]

will	kid	sin	bill	dig
wig	kill	sip	bin	big
win	kiss	sit	bit	wig
hit	lid	rid	did	rip
hid	lit	rill	dim	lip
hill	pig	till	din	tip
him	pill	tin	dip	sip
hip	pit	tip	fib	win
hiss	miss	bib	fig	bin
hit	nip	bid	fill	pin

The following words contain the vowels *i* and *a*.

pin	hill	mitt	him	wag
sip	him	mat	ham	wig
rig	wig	had	tip	bag
dim	nip	hid	tap	big
pill	miss	rim	pin	bad

[1] If it is impossible to use the Phonetic Chart, teach the sound of *w* and short *i*; also develop *bi*, *di*, *fi*, etc., and form groups *wi-ll*, *wi-g*, *wi-n*, etc., as with vowel *a*.

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There are many difficulties which the teacher will encounter in teaching phonetics, such as the confusion of *b*, *d*, and *p*, the rapid blending of letters, etc. These are all carefully met on the Phonetic Chart.[1]

rob	sop	dog	pod	pot
rod	sob	dot	pot	dot
rot	sod	doll	pop	got
hod	fob	log	cob	sod
hog	fog	lop	cog	nod
hop	fop	lot	cod	hod
hot	mob	mop	cot	rod

The following words contain the vowels *a*, *i*, *o*.

cot	jam	hit	hill	lass
hod	jog	hot	ham	lot
dog	jig	tip	hot	lit
mob	hod	top	bat	rod
sob	had	tap	bill	rip
fop	hid	fan	bog	ran
not	him	fog	dog	hog
nod	ham	fig	mop	hill

[1] If it is impossible to use the Phonetic Chart, teach the sounds of *j* and short *o*; also develop *ro-b*, *ro-d*, *ro-t*, etc.

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The importance of starting the child right on these first phonetic tables cannot be overestimated. It is here that the habits of proper blending and clear enunciation are formed. It is exceedingly desirable that the author's plan, as outlined in the Phonetic Chart should be followed.[1]

run	puff	cup	gum	dug
rub	buff	cub	tug	bug
rug	bud	cud	tub	sum
rut	bug	cuff	sum	hum
pup	but	fun	sun	gum
pun	bun	gun	sup	tub
pug	cut	gull	fuss	rub

The following words contain the vowels *a*, *i*, *o*, *u*.

sup	nut	tin	hot	muff
but	fun	tan	fun	jug
pup	dull	sun	fin	jam
rug	bud	sup	fan	hot
gum	bid	sip	will	bin
tub	pan	hut	dull	fuss
hull	pin	hit	hill	dog

[1] If it is impossible to use the Phonetic Chart, teach the short sound of *u*, and form groups as before, *ru-n*, *ru-b*, *ru-g*, etc.

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bed	less	fen	set	get
bet	led	fell	sell	bell
bell	pet	well	met	bed
beg	peg	wet	men	pet
leg	pen	ten	fell	keg
let	fed	tell	fed	wet

The following words contain the vowels *a, i, o, u, e.*

fan	will	met	map	well
fun	ten	mitt	sap	rip
fin	tan	till	fan	fill
but	got	tell	net	mat
bit	get	men	dug	will
bat	led	man	rob	hip
leg	lad	bed	set	wed
lag	lid	bad	run	dig
log	fell	bud	top	rub
well	fill	pen	fog	led
win	fog	pin	sun	bad

NOTE. If it is impossible to use the Phonetic Chart, teach the short sound of *e*. This is the most difficult of the vowel sounds. Develop *be-d, be-t, be-ll*, etc.

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The sounds of the capitals need to be developed, for if they are slighted, the child will find difficulty when he encounters them at the beginning of sentences, etc., particularly the capitals which are unlike the small letters.

B b	H h	I i
F f	L l	C c
R r	T t	K k
G g	E e	S s
N n	J j	O o
A a	M m	P p
D d	W w	U u

The following words form a review with capitals.

Can	Jim	Bess	Ned	Will
Run	Jug	Fun	Red	Rob
Dan	Get	Man	Rug	Fan
Rug	Hug	It	Sam	Bess
Hot	Gun	Run	Sit	Ben
Ben	Well	Tom	Kit	Tom
Hit	Wet	Kid	Tim	Buff
Bell	Bag	Lot	Ran	Muff
Toss	Let	Get	Fill	Run

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In the following words a blend of two consonants follows the vowel.

hist	bend	bump	tilt	mint
fist	mend	jump	wilt	bunt
mist	tent	pump	gilt	imp
best	bent	milk	self	romp
rest	went	silk	elf	lump
nest	lint	bulk	must	silk
best	hint	sulk	dust	elk
test	hunt	lift	mist	hulk
rust	punt	gift	best	sift
dust	bunt	sift	list	left
must	camp	deft	test	deft
sand	lamp	left	rust	elm
hand	damp	belt	land	wilt
band	limp	felt	bond	self
fond	romp	melt	lend	must
pond	pomp	pelt	sent	went
bond	dump	welt	hint	and
send	hump	hilt	hunt	damp
lend	lump	kilt	rent	pond

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The consonant blends *sh*, *nk*, *ng*, *ck*, *ch*, and *tch* have sounds quite different from the sounds of the individual letters of which they are composed. They need to be taught carefully or the child will experience difficulty.

Develop the sounds *sh*, *nk*, *ng*, *ck*, *ch*, *tch*.

cash	pick	bunk	rich	tick
sash	sick	punk	much	tuck
lash	kick	sunk	such	bank
dish	cock	bang	catch	pink
fish	lock	rang	patch	sunk
wish	rock	sang	match	rang
hush	luck	king	botch	king
gush	duck	wing	notch	gong
rush	suck	ring	ditch	sung
back	bank	sing	hitch	rich
tack	rank	gong	pitch	such
pack	sank	dong	dash	latch
deck	pink	hung	dish	notch
neck	sink	lung	rush	fetch
peck	wink	sung	sack	hitch
beck	ink	bung	deck	much

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In the following words a blend of two consonants precedes the vowel.

stab	plan	slap	swell	drag
stag	plod	slam	swim	drip
still	plot	slip	crab	drill
stuff	plum	sled	crag	drum
step	flat	scab	crib	dress
stem	flag	scan	crop	drop
clap	flap	scud	cram	prig
clam	flit	scum	grin	prim
clip	fled	sped	grit	prop
cliff	flog	spell	grab	brag
blot	glad	spin	trip	bran
bled	glen	spill	trim	brim
bless	snap	spot	trill	fret
skin	snip	spun	trod	frog
skim	snug	twin	trot	from
skip	sniff	twit	trap	smell
skiff	snuff	twig	tress	snap
skill	snag	twill	drug	skiff

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Teach the sound of *a* when followed by *ll*.

all	tall	hush	rich	small
call	stall	call	rock	match
fall	wall	pink	wall	wing
hall	small	ball	sung	tall
ball	hall	much	peck	such

Develop the sound of *wh*; also *th* as found in *thin*, *thick*, etc. The modification of this sound as found in *this*, *that*, etc. will be easily mastered by the child.

thin	when	shad	chap	shun
thud	whip	shed	chess	stall
thick	whim	shod	chat	thud
think	whiff	shin	chip	whim
then	fall	shun	chin	shin
this	shut	shut	chill	ship
than	shed	shot	chub	this
them	chap	ship	chop	when
thus	then	shop	chum	hall
this	whip	shift	chick	chill
that	chin	shell	chink	shot

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Teach the sound of *or*.

for	born	scorn	stork	form
nor	morn	thorn	cork	scorch
corn	horn	fork	storm	torch

REVIEW

stab	plum	slip	stall	wall
stem	flag	sled	swim	frank
dish	fled	scan	drip	frisk
gush	sang	scum	lamp	drink
clam	sung	trot	self	drank
cliff	glad	nest	prop	bring
snap	glen	milk	crab	brush
sniff	rich	spin	jump	plant
blot	such	sand	ball	when
bless	tack	gift	chick	whim
bank	rock	twig	stick	that
wink	botch	soft	speck	this
plan	pitch	tent	swing	scorch
cork	corn	fork	stork	form

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Teach the long sounds of *a*, *e*, *i*, *o*, *u*.

Great emphasis should be laid on teaching the child that the addition of final *e* makes the preceding vowel long.

fade	bide	mode	nude	dime
made	hide	node	cube	dome
wade	ride	rode	tube	dame
shade	tide	hole	tune	line
came	wide	pole	lute	lone
dame	side	mole	mute	lane
fame	tile	stole	pane	lune
flame	dime	dome	pine	ride
game	fine	home	bate	rode
lame	dine	bone	bite	mate
name	line	cone	fame	mute
same	mine	hone	fume	mite
tame	wine	tone	cape	mote
shame	pine	cope	cope	mete
cane	lobe	hope	lade	made
safe	robe	mope	lode	mode
mane	code	rope	cane	pane
wane	ode	lope	cone	pine

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fad	mat	win	dot	flake
mad	mate	wine	dote	slate
fade	rat	rob	shot	whine
made	rate	nod	met	white
Sam	bid	robe	mete	while
same	hid	node	tub	whale
sham	bide	con	tube	slide
shame	hide	cone	cut	slime
can	dim	hop	cute	grade
cane	dine	hope	lake	grape
cap	din	mop	brake	grime
cape	dime	cop	cake	shame
fat	fin	mope	smoke	plate
hat	fine	cope	spoke	blame
fate	pin	not	woke	flame
hate	pine	note	spike	chase
nap	bit	cot	slope	drape
nape	bite	cote	spade	trade
tape	site	rod	spite	grate
tap	sit	rode	tribe	crane

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Teach the following consonants: *v*, *V*, *x*, *X*, *z*, *Z*, *y*, *Y*.
Teach the *z* sound of *s* which often occurs, except when *s* begins a word.

brave	stove	tax	blaze	nose
crave	dive	flax	graze	wise
cave	five	wax	gaze	brave
gave	hive	vex	daze	five
pave	drive	box	glaze	wax
rave	live	fox	haze	yell
save	van	six	size	blaze
shave	vat	fix	prize	rose
wave	vim	mix	as	pose
cove	vest	yet	is	whiz
drove	vote	yell	his	vim
wove	vine	yes	close	stove

REVIEW

spin	hose	smell	rose	vim
dime	cave	spank	pole	late
stove	wax	white	wise	cube
spoke	yell	froze	tax	rode

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black	frame	thing	spring	strike
block	froze	think	scrub	strive
blush	grunt	track	strip	stroke
bring	gruff	tramp	stretch	brave
brush	plank	trick	string	drive
cling	pluck	trunk	stride	flame
clock	print	trust	strung	scrape
click	shelf	twist	strut	throne
crank	smash	whack	shrub	thrive
crash	smith	which	Ben's	shade
crush	spank	chick	Jim's	white
crust	speck	cluck	Tom's	smote
drink	spend	grand	Ned's	smite
flash	stamp	sling	Sam's	trade
flesh	stand	inch	Kit's	blaze
flock	stick	pinch	Tim's	nose
frank	sting	bench	Will's	flax
fresh	stump	French	Buff's	rose
frisk	swing	bunch	Fan's	shave
frock	thick	lunch	Rob's	yes

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SUGGESTIONS TO TEACHERS

Plan of Part I. The following stories, from pages 17 to 33, are based entirely upon the word-and-sentence method, since it would be impossible for the child, at this point, to use his phonetic power to any appreciable extent. There are two plans which may be followed in their development: (1) the stories upon the Reading Chart, which follow exactly the words of the Primer, may be completed, after which the child may be introduced to similar stories in the Primer, reading consecutively from page 17; or (2) the work upon the Reading Chart and the corresponding pages in the Primer may be carried along together.

The Reading Chart. The Reading Chart, with its accompanying Perception Cards, will be found an invaluable aid in the development of this part of the Primer. Through their application the teacher may avoid entirely the use of script forms upon the blackboard, which, if introduced at this point, tend to confuse the mind of the child. The desirability of having the child master the Roman forms before learning their script equivalents is perfectly apparent to the skilled teacher.

If, however, the Reading Chart and the Perception Cards can *not* be used, the teacher will find herself well repaid if she will take time to print the stories upon the blackboard; she will thus obtain much better results. Script forms, of course, *may* be used in the development of the word-and-sentence part of this Primer as they have been used in the development of other Primers based upon the word-and-sentence method.

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PART I

mamma see kitty

See mamma.
See kitty.
Mamma, see kitty.
See kitty, mamma.

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my can

My kitty.
See my kitty.
See my kitty, mamma.
See mamma.
See mamma, kitty.
See my mamma, kitty.
My kitty can see.
My kitty can see my mamma.

I have a

I have a kitty.
I have a kitty, mamma.
Mamma, I have a kitty.
See my kitty, mamma.
Mamma, see my kitty.
Mamma can see my kitty.
See my mamma, kitty.
My kitty can see my mamma.

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doll like

I have a doll.
I have a doll, mamma.
See my doll.
See my doll, mamma.
See my doll, kitty.
I like my doll.
I like my kitty.
Can kitty see my doll?
Mamma can see my doll.
I can see my doll.

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play to ball

I have a ball.
I have a ball, mamma.
Mamma, see my ball.
Can kitty see my ball?
See my ball, kitty.
I can play ball.
Kitty can play ball.
Mamma can play ball.
I like to play ball.
I like to have a doll.
I like to have a kitty.

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Rover is dog

Rover is my dog.
See my Rover.
Rover can play.
Rover can play ball.
My dog can play ball.
Rover can see kitty.
Can my kitty see Rover?
I like my Rover.
I like my kitty.
I like my ball.
I like my doll.

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you me has

See me, mamma.
Can you see me?
Can Rover see me?
Can kitty see me?
Can my doll see me?
Rover has a ball.
I have a ball.
Can you play ball?
Can you see me play ball?
I like to see Rover play ball.
Kitty has a ball.
I like to see kitty play ball.
Can you play ball, mamma?
Can my doll play ball?
Rover is my dog.
Rover can play ball.
Can you see Rover play ball?
I like my dog Rover.

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John Ruth catch the

See my ball.
John can catch my ball.
Ruth can catch my ball.
Can you see John?
Can you see Ruth?
Can you see me?
Can you catch my ball?
Catch the ball, John.
See Ruth catch my ball.
Catch the ball, Rover.
See Rover catch the ball.

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REVIEW

John has my ball.
See my ball, mamma.
I can catch my ball.
Kitty can catch a ball.
Ruth has a doll.
I have a doll.
I have a dog.
See my dog, mamma.
See Rover, Ruth.
John has a kitty.
Ruth has a kitty.
Can you see kitty play?
I like kitty.
I like to see kitty play.
I can see Rover.
Rover can see John.
I like my dog.
Mamma, see Rover play.
I like you, Rover.

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book pretty read

See my pretty book.
Can you read?
I can read a book.
John has a book.
John can read my pretty book.
John can read to Ruth.
I can read to my pretty doll.
Ruth has a kitty.
Have you a kitty?
Can you read to the kitty?
I like to read to my kitty.

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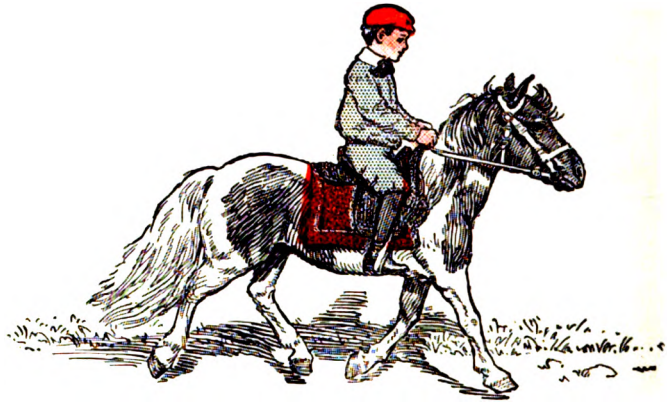

with ride do his horse

John has a horse.
John can ride his horse.
Do you like to ride a horse?
I like to ride.
I can ride a horse.
Mamma likes to ride.
John likes his horse.
John can catch his horse.
Rover is my horse.
I like to play with Rover.
My dog likes to play with me.

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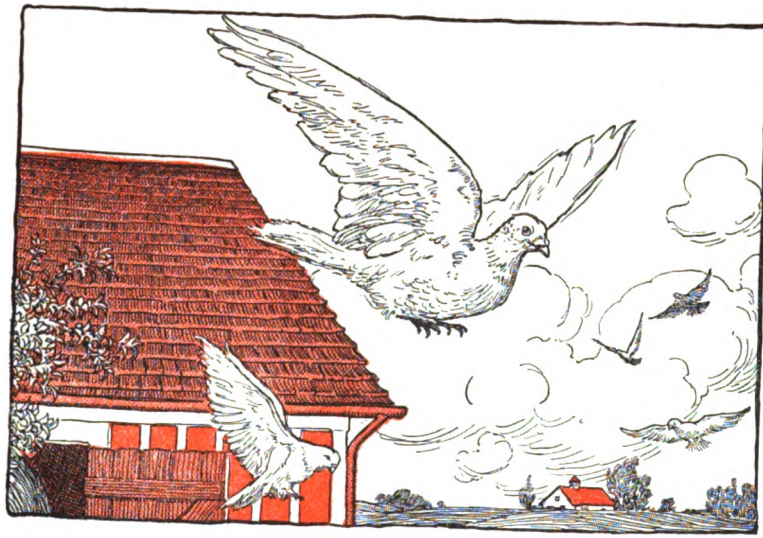

doves fly feed corn

See the pretty doves, mamma.
I like to feed the doves.
Have you the corn, John?
My pretty doves like the corn.
I can feed the doves.
Ruth likes to feed the doves.
Feed the corn to the doves, Ruth.
See the doves fly, mamma.
Fly! pretty doves, fly!

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little baby sister too and

See the little baby.
The baby is my little sister.
I like to play with my baby sister.
I can read my book to baby, too.
Baby sister and I like to play ball.
Rover can play with baby sister, too.
Kitty and I can play with baby sister.
Can you see my doves?
I can feed corn to my doves.
Baby and I can feed the doves.
Baby sister likes to feed the doves.
Baby likes to see the doves fly, too.

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school
go

not
yes

Do you go to school?
Yes, I go to school; do you?
I go with John and Ruth.
Rover can not go with me.
Do you like to read my book?
I can read a pretty book.
Can you read my little book?
I like to go to school.
I have my ball with me, too.
I play ball with John and Ruth.
Baby sister can not go to school.

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pies cakes sand make may

Can you make sand pies?
I can make sand pies.
I can make sand cakes too.
I like to play with the sand.
Baby likes to see me play.
Baby can not make pies.
Baby is too little.
I can make a cake, Ruth.
Do you like sand cakes?
I can make baby a little cake.
Baby, you may have my cake.
I make pretty little sand pies too.
Ruth can make pretty little cakes.
Ruth likes to play with the sand.
Baby likes to play with the sand, too.
See Ruth and baby play with the sand, mamma.

NOTE. If the school is located where the children have no idea of what playing in the sand means, the teacher must not think of reading this story until she has told them enough about "how it is done" and the "fun of doing it" to arouse their interest.

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party come what will

Mamma, may I have a party?
Yes, you may have a party, Ruth.
May John come to play with me?
May Rover and kitty come, too?
Mamma will make the cakes.
John can ride to the party.
John will come with his horse.
Sister will come with Rover.
What a pretty party!
Will you have a cake, mamma?
Yes, and Rover likes cakes, too.
Do you like pie, John?
What will the little horse have?
Do you like corn, little horse?
The dolls can not have the cake.
Baby can not come to my party.
Baby is too little.
Baby will play with mamma.

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REVIEW

John has a pretty little horse.
I like to feed the horse.
Ruth has a pretty dove.
See the dove fly, mamma.
Have you a little dog, Ruth?
I have a little doll, John.
I like to go to school.
I go to school with John.
I like to play with my ball.
Ruth and I play ball with John.
Mamma has a little kitty.
I like to play with kitty.
Can you see my baby sister?
My baby sister can not read.
I read my book to baby sister.
Rover is a little dog.
Rover likes to play.
Rover and kitty like to play ball.

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Rover likes to play with sister.
I can make sand pies.
I make sand pies with mamma.
Do you like to have a party?
What a pretty party, Ruth!
You and I will go to the party.
John can ride his pretty horse.
I like to ride John's horse.
Do you like to ride, too?
Do you go to school?
I like to go to my school.
I can play school with Ruth and John.
John, you may read to me.
Ruth, you may read my book, too.
Baby and Rover can not read.
I can make sand pies with Ruth and John.
Ruth will make baby a little sand cake.
Can you see the sand cake, baby?
Can you make a sand cake, too?
Mamma will come to see the cake and pies.

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SUGGESTIONS TO TEACHERS

The stories immediately following introduce a very important step in the teaching of phonetics. Up to this point the child, in all probability, has not applied his phonetic power in the slightest degree to his reading, but, from now on, a number of easy phonetic words will be interwoven with the words which he has been taught as sight words.

This step is a difficult one for the child. The teacher will be surprised and disappointed at the pupil's lack of power in sounding in his *reading lesson* the same words which he can give without hesitation from the *tables*. Care, time, and patience will be necessary to assist the child over this difficulty.

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Santa Claus

Can you see Santa Claus?
Santa Claus is a big, fat man.
See his big bag.
What is in the bag, Santa Claus?
A little dog for Rob.
A big muff for Bess.
A red top for Don.
A pretty cap for mamma.
A mug for little sister.
A little tin pan for kitty.
A pretty mat for Rover.
I like you, Santa Claus.

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knife your

I have a big knife.
See me cut with it.
I can make a top.
Can you see my top, Ruth?
I can make a doll's bed.
Has your doll a bed, Ruth?
I can make a little gun too.
Have you a little gun, Rob?
I can make a tent.
See the little bed in my tent.
Ruth, will your doll sit in my tent?

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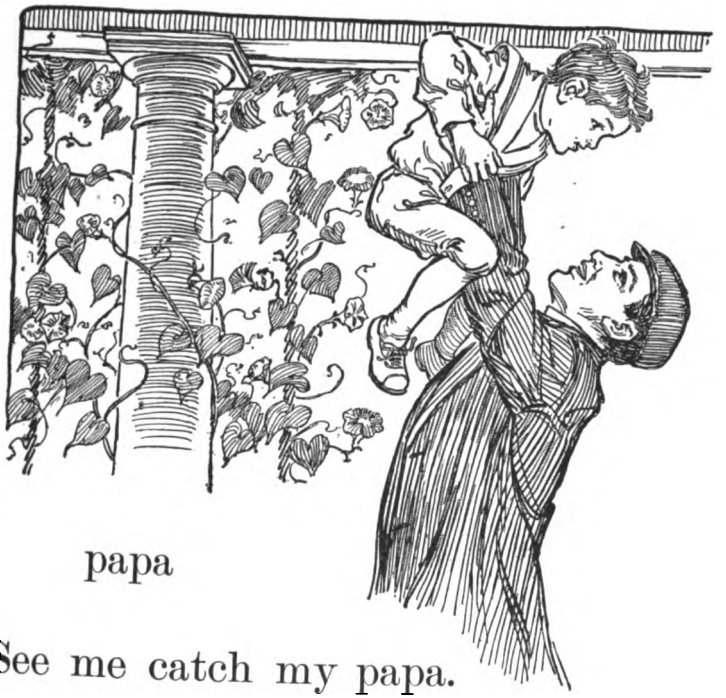

papa

See me catch my papa.
My papa is a big man.
See my papa's cap.
See papa toss me up, up, up!
I can ride on papa's cap.
I will hug you, papa.
I like to play with my big papa.
I like to kiss my papa.
Have you a big papa, too?

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game said no

Let us play a game.
What have I in my lap?
Can you tell what it is?
"Is it a bell?" said Tom.
No, it is not a bell.
"Is it a muff?" said Bess.
No, it is not a muff.
"Is it a little pin?" said Nan.
No, it is not a pin.
"Is it a little gun?" said Rob.
No, it is not a gun.
"Is it a little red top?" said Ruth.
No, it is not a red top.
I will tell you.
See, it is a little rag doll.
Do you like to play a game?
Have you a rag doll, too?
I like my little doll.

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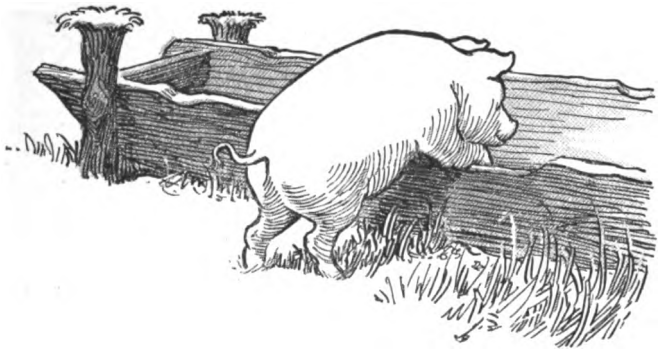

See fat little Tom.
Tom is my little pig.
Tom likes nuts and corn.
I shut my little pig in his pen.
Can you see him run in his pen?
I like to toss corn to Tom.
Tom likes to run.
Tom can play tag with me, too.
Papa will not sell my pig.
Do you like little pigs?

NOTE. If the children live where they have never seen a pig or a chicken, the teacher must not think that these stories have no interest and are of no use to them, for the city child needs mental pictures of things in the country just as the country child needs to know the things of the city. Here, then, is an opportunity for the teacher, by pictures and stories, to broaden the experience of the child. On no account should the stories be read until the child's interest has been aroused.

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Buff is my little chick.
See his little bill.
Buff can pick up bugs.
See him snap at the bugs.
I can feed Buff corn.
I feed Buff corn in a cup.
See Buff pick up the corn.
I will fill the cup with corn.
Buff's mamma is a big hen.
Buff's mamma can catch bugs, too.
See Buff fly to his mamma.

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fast we

This is my big dog.
My dog is Dan.
Can you see his cap?
My mamma made it.
Dan can sit up and beg.
I feed Dan little cakes.
Dan and I have a little tent.
We have a bed in the tent.
The tent is on a big hill.
Dan can run to the top of the hill.
See Dan run and play.
I have my big dog.
John has a little horse.
My dog can run like the wind.
See him run with John's horse.
John can ride his horse fast.
Run! run! little horse.
Dan can not catch you.

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put coat rain water how

See the drops of rain.
How the drops splash on the sand.
Mamma, may I splash in the water?
No, Tom, you will get wet.
Mamma, I will put on my thick coat.
Yes, you may go, Tom.
See Tom splash in the water.
Rover likes the water, too.
See him play with Tom in the rain.
The rain will not wet Rover.
His coat is too thick.

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bird she

Tom, Tom, will you rake up the grass?
Yes, mamma, I will.
You will see the rake in the shed.
I have the rake, mamma.
I will rake up all the grass.
Mamma, mamma, see the little bird!
See the bird fly up from the grass!
Has she a nest in the grass?
Yes, yes, I see the nest.
The nest has eggs in it.
Tom ran to tell his mamma.
Mamma, a bird has a nest in the grass!
Come and see the bird's nest, mamma!
The nest has pretty little eggs in it.
Will the eggs hatch, mamma?
Yes, Tom, the little eggs will hatch.

NOTE. If the school is in a city, the teacher should tell the children a few stories about "birds' nests in the grass" before reading this page.

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Spot is my little kitty.
Spot can run and jump.
Spot can play ball.
Can your kitty play ball, too?
I can feed my kitty.
See my kitty lap the milk.
What a bad dog Rover is!
You can not have kitty's milk, Rover.
Run, you bad dog.
Kitty's milk is not for you.
Come, kitty, and get your milk.

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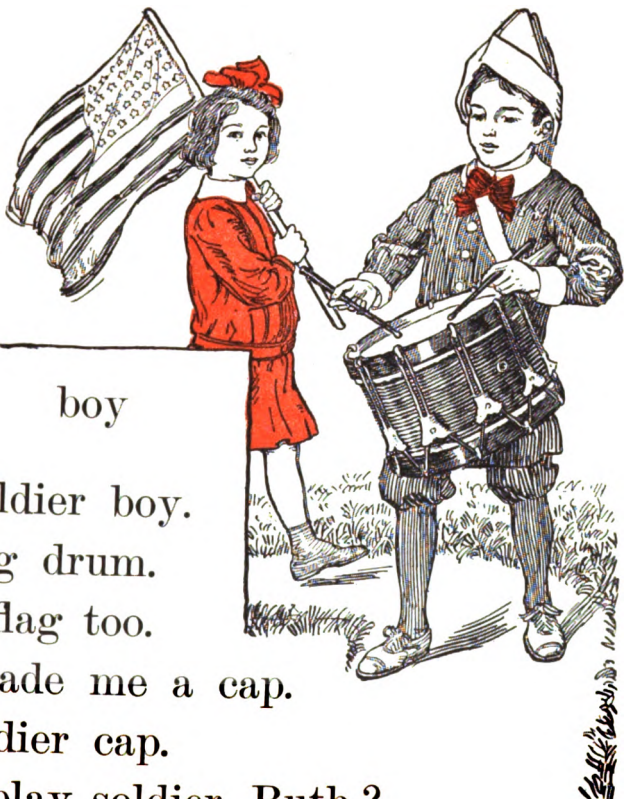

soldier boy

I am a soldier boy.
See my big drum.
I have a flag too.
Mamma made me a cap.
It is a soldier cap.
Will you play soldier, Ruth?
You may take my flag.
I will take my drum.
See my drum sticks.
I can tap my drum, rub-a-dub-dub.
My sticks tap the drum.
Rub-a-dub-dub, rub-a-dub-dub.

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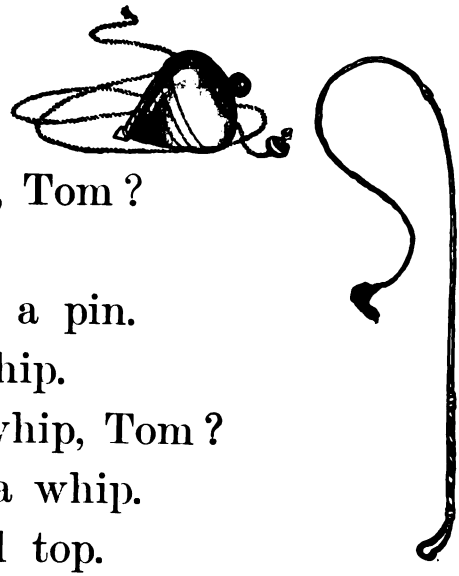
buy



I am a store man.
What will you buy, Tom?
See this long whip.
This whip will cost a pin.
See me snap the whip.
Will you buy the whip, Tom?
No, I will not buy a whip.
This is a pretty red top.
Here is a string to spin it.
See the top spin.
Will you buy a top, Tom?
No, I will not buy a top.
Here is a drum, Tom.
See the drum sticks.
You can tap the drum, rub-a-dub-dub!
Will you buy this drum, Tom?
Yes, I will buy the drum.
I will buy the drum sticks, too.

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PART II

Part II is intended to be read by the child after he has finished the phonetic work of the Phonetic Chart and has reviewed for quick recognition the phonetic lists on pages 1 to 15 of this Primer.

The following reading exercises are so arranged as to call still further upon the child's power of sounding. Throughout the remainder of the book, only such words as the child is unable to sound will be found at the head of the lesson.

One of the great obstacles encountered in teaching phonetics is to find reading matter which does not present too many phonetic difficulties at one time. In the following exercises the phonetic facts are introduced into the reading only after they have been taught in table form and thoroughly developed. For instance, no story is given with a word containing the sound of *oa* or *oe* until the table containing these sounds (see p. 66) has been mastered by the child.

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The following table contains words with the vowels *e*, *i*, and *u*, when modified by *r*:

er, *ir*, *ur* } like sound of *rr*

sir	stir	cur	curl	stir
her	dirt	fur	furl	hurl
serf	first	slur	hurl	twirl
fern	bird	blur	surf	swirl
pert	gird	purr	turf	whirl
herd	firm	burr	hurt	birth
jerk	shirt	spur	spurt	bird
clerk	skirt	turn	gird	herd
term	chirp	burn	girth	burn
perch	third	churn	mirth	birth

REVIEW

fir	fern	sir	stir	fork
or	turf	her	curl	hurt
fur	firm	turn	pert	third
for	term	horn	shirt	perch

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The following table contains common two-syllable words. Teach sound of *y* when like short *i*:

dip	riv er	morning	pen
dip per	ev er	matting	pen ny
run	din ner	mending	fun
run ner	fast er	dipping	fun ny
hunt	dip	running	pup
hunt er	dip ping	hunting	pup py
sing	run	dip	penny
sing er	run ning	dipper	happy
up per	hunt	dipping	sunny
sup per	hunt ing	run	puppy
dip per	sing	runner	candy
mat ter	sing ing	running	letter
let ter	mend	hunt	sister
sis ter	mend ing	hunter	hunting
af ter	mat ting	hunting	supper
win ter	kiss ing	sing	morning
rub ber	rub bing	singer	winter
fat ter	rock ing	singing	butter

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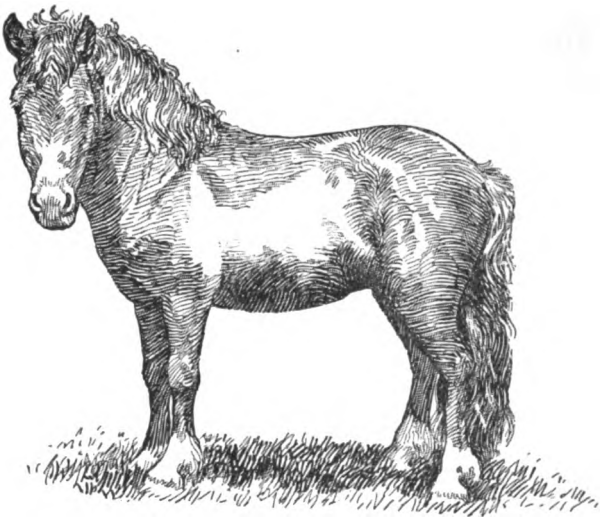

My name is Dick.
I am a big horse.
You may pat me.
You may ride me.
Will you ride on my back, Tom?
I will not run fast.
I will not kick.
I will not jump.
I will stand still.
I like to have Tom ride on my back.
I can run like the wind.

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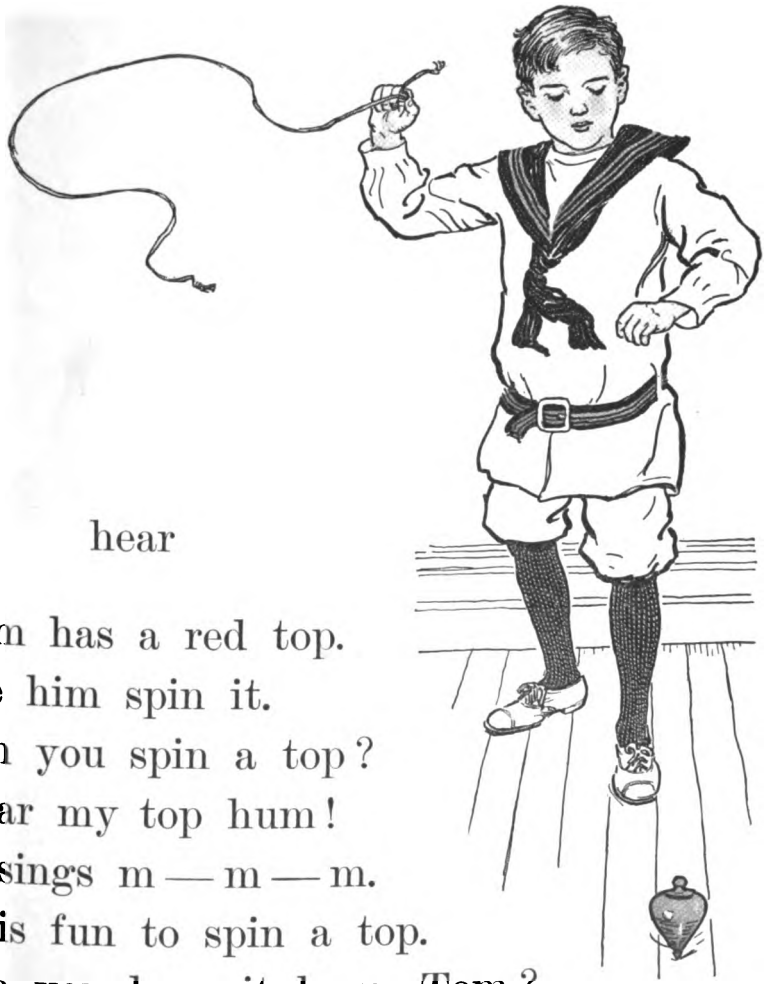

hear

Tom has a red top.
See him spin it.
Can you spin a top?
Hear my top hum!
It sings m — m — m.
It is fun to spin a top.
Can you hear it hum, Tom?
I think it sings, "Spin me! spin me!"
Have you a top?
Yes, I have a big black top.

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he

Here is Tom's dog.
The dog's name is Jack.
Jack is a big black dog.
Jack likes to run fast.
Tom likes to run fast, too.
Jack likes little Tom.
He likes to play with Tom.
He is fond of Tom.
He is fond of kitty.
Jack and kitty play with Tom.

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warm scratch

See the black hen.
See the little chicks.
Shall I pat them?
See them run and scratch.
Let me pick them up, Tom.
Chick! chick! chick!
Run fast, little chicks.
Pick up the corn.
See the little chicks run.
See them peck at the corn.
The hen runs with them.
What can little chicks scratch?
Little chicks can scratch up the sand.
The black hen said, "Cluck! cluck!"
She will make the chicks warm.
I like hens and chicks.

NOTE. Almost all children, even in cities, have seen hens and chickens. If they have not, the teacher must tell them a few stories and show them appropriate pictures before this page is read.

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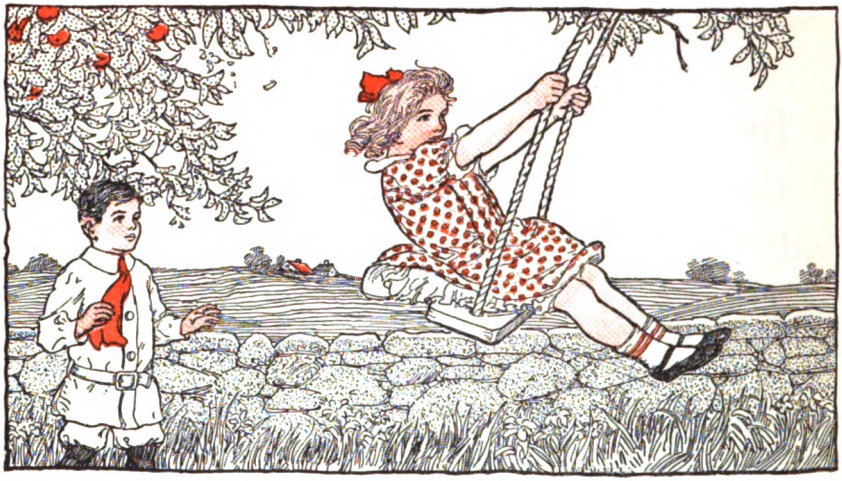

give push down high

See little Bess in the swing.
She likes to swing up and down.
See Bess swing up, up, up!
See Bess swing down, down, down!
Run, John, and give Bess a push.
Bess likes to swing high.
Jump down, Bess, and let John swing.
John likes to swing as well as you.
Give him a big push, Bess.
Bess and John swing a long time.

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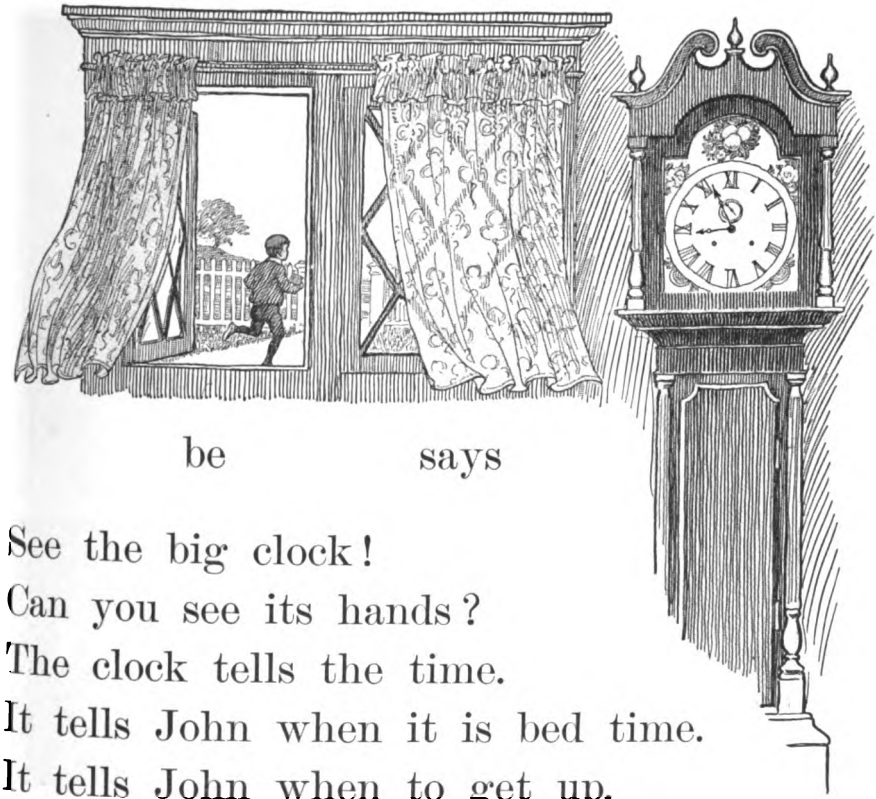

be says

See the big clock!
Can you see its hands?
The clock tells the time.
It tells John when it is bed time.
It tells John when to get up.
"It is time for school," says the clock.
"Tick-tock, tick-tock! you must run.
It is late, the bell has rung.
School will not stop for you."
John likes his school.
He will be on time.

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eyes pulls blind

Tom and Bess like blind-man's-buff.
It is such fun!
Keep still, Bess.
May will blind Tom's eyes.
Can you see me, Tom?
No, I can not see you.
Take care, May, Tom will catch you.
See, he has Bess at last.
Did he stop her?
No, she has run past him.
See him run for May.
Will he catch her?
Yes, he has her hand.
It is May's turn next.
Tom jumps up and down.
He pulls May's dress.
Take care, Tom, or May will catch you.

NOTE. Blind-man's-buff is one of the most fascinating games for children. Be sure that the pupils know about it before reading this page.

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would ears

I am a little black kitten.
My name is Spot.
I have a little white spot on my back.
My fur is fine and soft.
You would like to pat my fur.
My mamma is a big cat.
My mamma has black fur, too.
I like to play with my mamma.
I can run fast and I can jump too.
I can jump on my mamma's back.
Mamma will box my ears.
My mamma will not hurt me.
Have you a little kitten?
I can run and jump and catch a ball.
My mamma can run and jump, too.
My mamma can catch a rat.
I can not catch a rat.
I am a little kitten.

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In the words of this table, *e* followed by *a*, and *ee* take the long sound of *e* (see p. 19 in the Phonetic Chart):

ee, *ea* } = *e* long

feel	tree	eat	seat	sea
feet	deed	ear	heel	see
free	beak	east	peak	tea
deer	bead	plea	read	peal
feed	bean	each	need	each
deep	deem	beat	heed	seek
fleet	weed	bleat	keep	steal
creep	beast	bleak	reach	spear
cheer	beam	weep	sneak	weak
greet	three	week	street	sweet
bleed	cheek	cheat	wheel	speak
green	sweet	cheap	scream	steam

REVIEW

mat	see	spin	tea	seat
mitt	mate	seam	stick	beef
mite	mute	trunk	flash	slope
meet	meat	brave	steam	cream

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In the following lists of words *ai* and *ay* have the long sound of *a* (see p. 19 in the Phonetic Chart):

ai, *ay* } = *a* long

say	sail	rail	ray	jay
jay	aim	sail	tail	fail
ray	pail	day	bail	flail
gay	rain	rain	wait	raid
day	paid	fray	mail	tray
pay	pain	gray	bray	paid
hay	mail	mail	snail	trail
stay	staid	plain	chain	stay
way	maid	main	waist	clay
may	train	stray	sprain	pray

REVIEW

fir	her	pay	five	aid
bill	rain	mail	bird	sail
bail	seat	paid	cork	her
bell	burr	chick	play	hay
ball	bore	weep	three	way
bale	shame	perch	blaze	nose

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The following arrangement will be of assistance in teaching the equivalents of the long sounds of the vowels. Notice that the sound of the first vowel usually governs. The same table will be found on page 19 of the Phonetic Chart. Besides the Phonetic Chart and the blackboard, the letter cards will be found helpful in fixing these vowel sounds.

e mete	a pane	o rode	i tide	u mute
ee meet	ai pain	oa road	ie tied	ue cue
ea meat	ay pay	oe roe	y by	ew new

Teach the sound of *ar*.

far	lark	lard	arm	or
car	bark	card	farm	for
tar	hark	bard	harm	fur
jar	park	yard	charm	far
bar	dark	hard	barn	car
star	spark	tart	darn	cur
scar	shark	cart	yarn	par
mar	mark	part	arch	purr
char	carp	dart	parch	firm
spar	harp	start	starch	farm
spark	sharp	smart	march	form

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two other they grandpa are

Fred is at his grandpa's.
He thinks it is fun to visit grandpa.
Fred likes to feed the hens and ducks.
He likes the two little pigs best of all.
They are such funny little pigs.
They chase each other in the pen.
They grunt and take each other's corn.
The little pigs made a hole in the gate.
Then they ran up the path.
Fred chased them back into the pen.

NOTE. A few stories as an introduction will prove very helpful.

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cents money

"See all my money," said John.
"I have five cents, too," said May.
"Let us go to the store," said John.
"Yes, yes, let us go," said May.
"Let me take your money," said John.
"I will keep it safe in my big pocket."
Can you see May and John at the store?
"See all the pretty dolls," said May.
"See the balls and whips and tops."
What do you think John will buy?
What do you think May will buy?

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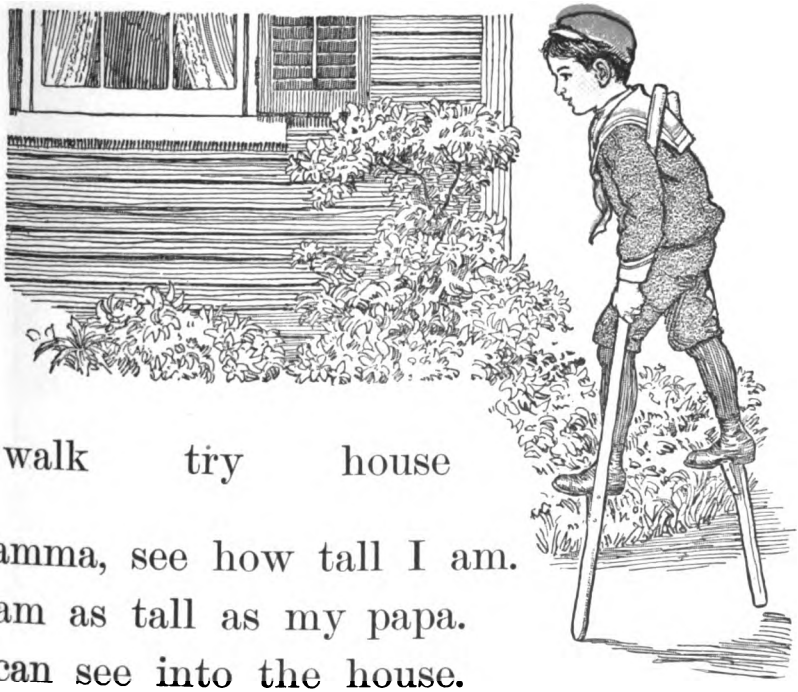

walk try house

Mamma, see how tall I am.
I am as tall as my papa.
I can see into the house.
What do you think Fred is standing on?
His papa has made him a pair of stilts.
It is funny to see him walk.
What long steps he can take!
See him walk up and down the street.
Do you think he can walk up the steps?
See Fred try to run.
Did you ever try to walk on stilts?

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pony

See the pretty pony papa gave me.
I will call him Dick.
See his black mane shine in the sun.
Dick, Dick, see this candy in my hand.
Come, Dick, come and eat the candy.
See him put his nose into my hand.
I will give you this candy.
Then you must give me a ride.
Bess leads him close to a box.
Then Bess jumps on his back.
Bess clucks to Dick and off they go.

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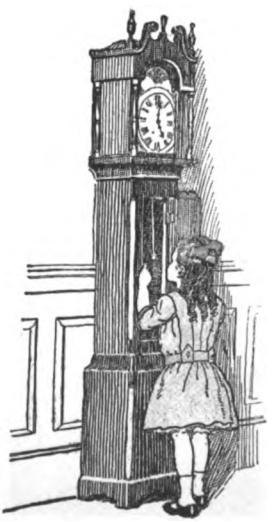
one old very

Tick-tock! tick-tock!
Hear the clock tick.
It is a very tall clock.
It is a very old clock.
It stands in the hall.
Can you see the old clock's hands?
One is short and one is long.
What do you hear the clock say?
Hear it strike! ding-dong! ding-dong!
It calls us to school.
School-time! school-time!
It calls us to dinner.
Tick-tock! tick-tock!
Dinner! dinner!
It calls us to supper.
Tick-tock! supper!
Tick-tock! supper!
What a funny old clock!



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oa, *oe* = *o* long

(See p. 19 in the Phonetic Chart.)

foe	coal	loaf	foe	Joe
toe	coat	load	oak	coal
doe	soap	tone	loan	coat
hoe	boat	goat	rode	boat
woe	soak	toad	road	toad
Joe	float	mote	float	soak
hoe	roast	moat	goad	loam
dote	foam	toast	hoed	roast
rope	boast	whoa	coast	roam
hope	coach	groan	groan	moan

REVIEW

bit	foe	coal	Joe	his
bat	toad	dark	hoe	girl
but	mail	milk	loaf	rose
bite	beet	herd	birch	wax
beat	soap	horn	north	cave
boat	skate	toast	church	buzz

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In the following words final *y* and *i* when followed by *e* take the long sound of *i* (see p. 19 in the Phonetic Chart):

$$\left.\begin{matrix} y \\ ie \end{matrix}\right\} = i \text{ long}$$

by	fly	fie	die	fry
fry	sty	lie	pie	shy
sly	cry	tie	hie	dry
pry	spy	try	tied	fried
shy	sky	my	cried	pried
dry	spry	why	dried	spied

REVIEW

car	fly	toe	ray	lie
cur	pie	feel	tied	toe
mill	sky	bait	nail	hie
care	mix	soap	sort	fail
core	bird	near	east	way
cure	dive	hone	spry	coat
mile	why	smile	feed	float
mail	herd	shade	bean	hoed
meal	horn	sweet	pried	dried
male	sleek	peach	bench	chain

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Teach the sounds of *ble, ple, dle, tle.*

little	satin	roses	ever
apple	robin	foxes	after
lifted	eaten	robin	satin
turtle	fallen	fishes	little
bottle	lesson	tassel	eaten
kettle	prison	ticket	apple
nibble	kitten	feeble	fishes
patted	cotton	travel	travel
napkin	person	kitten	funny
bundle	wagon	locket	lesson
middle	bobbin	horses	penny
started	button	basket	dipper
tumble	garden	pocket	supper
hunted	napkin	kennel	napkin
trotted	sermon	houses	needle
planted	mutton	button	picking
mended	chicken	dresses	kitchen
thimble	children	hunted	peeping
stumble	common	trinket	hunting

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Bow-wow

See my big fish pole.
It is as tall as a little tree.
My papa made it for me.
He made me a fish line too.
I have a bent pin for a fish hook.
I can catch fish with my pole.
Can you see my fish line?
It is in the water.
How fast the water runs!
Bow-wow is my dog.
He likes to go fishing, too.
How he barks when I catch a fish!
See him jump on the fish.
Bow-wow, bring the fish to me.
I will put it in my basket.
I have one, two, three little fishes.
See them in my basket.
It is time to run home, Bow-wow.

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city look live

See papa in the tree.
He stands on a ladder.
He is picking apples.
How red they look.
Papa will drop them into his basket.
What a big basket of apples!
See papa turn them into the barrel.
Can you see the barrel under the tree?
Papa sends his apples to a big city.
Do you live in a city?
Have you seen a man selling apples?
He has them on a big tray.
What big red apples!
He will sell an apple to you.
Do you like to eat apples?
They may come from my papa's tree.

Note. If the pupils have never seen apples growing, this page will need to be prefaced with a few stories.

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oh

See this dear little boat.
It is Tom's boat.
Tom is five years old to-day.
"To-day is my birthday," said Tom.
"I am five years old.
See me sail my boat in the tub.
See it sail from side to side."
"May dolly have a sail?" said Bess.
"Yes, she may sail in my little boat."
"Do not splash the waves, Tom.
My doll will get all wet.
Oh, my dear little doll is in the tub!"

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their

Did you ever go to the sea shore?
Did you hear the waves dash on the sand?
How they roar, roar, roar!
Can you see two children?
See them cling to their hats.
They are Tom and May.

They run up and down the beach.
They splash in the waves with their bare feet.
Oh, Tom has a big sea weed.
How soft it feels!
"Let me take it, Tom," said May.
"I will put it in my little pail.
I will take it to mamma."
"No, it is too wet," said Tom.
"Let us pick up the pretty shells.
We can take those to mamma."

NOTE. The children should not read this page until the teacher has told them stories about the ocean, the waves, the beach, the seaweed, the shells, the pebbles, the boats, the wind, etc. Pictures are helpful, especially blackboard sketches, however crude they may be.

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Dear mamma, see what I have in my hand.
Papa has made me a kite.
I think it will reach up to the sky.
See what a long tail it has!
Oh, Fred, will you help me fly my kite?
Please take the kite in your hand.
Then I will run with the string.
Away the kite goes, up, up, up!
See its long tail!
Take the string, Fred.
See it swing from side to side.
Fred, you must make a kite.
Can you make one like a box?

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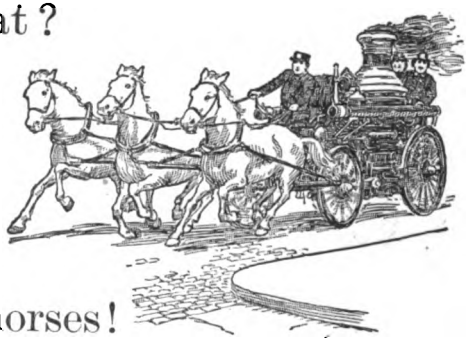
out was engine

Hark! what was that?
It was the fire bell.
Let us run! look!
Here they come!
How fast they run!
See the three white horses!



How their feet clatter on the stones!
Hear the bell ring!
Ding-dong! ding-dong! ding-dong!
See the black smoke and the sparks!
How they fly from the engine!
We must stand back out of the way.
The fire men can not stop for us.
How strong the fire horses must be!
Hark! can you still hear the bell?
Ding-dong! ding-dong! ding-dong!

NOTE. If the school is in the country where the children have never seen a fire engine, the stories on this page should not be read until the teacher has told her pupils all she can about the use of the fire engine in the city.

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some hurrah open

Hurrah for a picnic!
Fred, Ned, Tom, and little Kate will go.
Mamma will give them the lunch basket.
Shall I tell you what is in it?
Will you take a peep and see?
I see some eggs and meat.
I can see cake and candy.
Here are some nuts too.
Can we eat it all?
What a dear mamma we have!
Papa will hang a swing in the tree.
Kate, will you open the big basket?
Can you see the eggs and the meat?
Do you like nuts and cake and candy?
"You must be hungry," said papa.
Yes, yes, we are all hungry.
What fun to have a picnic!
Hurrah for the picnic!

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In the following words *oo* is pronounced like *u* in rude.

coo	coop	tool	stool	soon
too	noon	pool	tooth	cool
moo	loose	spool	proof	soot
hoof	goose	roof	moon	roost
roof	room	poor	loop	shoot
boot	boom	hoop	troop	bloom
root	broom	spoon	scoop	stoop
toot	brood	smooth	swoop	whoop

REVIEW

fill	fry	tie	dry	dart
fell	Joe	cork	first	why
fall	day	leaf	pail	froze
fail	bird	dark	root	chirp
fool	toad	cove	leap	stray
feel	fried	burn	goat	whoa
file	tool	poor	dried	shoot
boot	rope	stool	tooth	broom
maid	soon	sleek	spoon	smooth

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In the following words *ew* and *ue* are pronounced very nearly like *u* long (see table, p. 19, in the Phonetic Chart):

ew, *ue* } like *u* long

pew	cube	few	sue	hue
new	tube	dew	sues	due
lute	stew	hew	cue	tune
mute	mew	news	cute	flute

REVIEW

bar	tie	cue	toe	is
ban	doe	girl	why	shy
sky	five	way	robe	hue
few	mix	dust	horn	hew
new	rain	wipe	buzz	skim
burr	loaf	wide	wade	pool
bore	fern	from	harm	spry
boot	leap	poor	stoop	heap
hope	sleep	made	peach	poke
bane	prize	twist	shark	snail
barn	scarf	brush	chain	toast
bone	spurt	perch	blame	churn

Digitized by Google

foot

Papa gave me my big boots.
See my new boots!
My boots are made to kick a foot ball.
I can kick it up, up, up.
Can you catch my foot ball, Ned?
I will kick it to Ned.
Ned will kick it to Tom.
Tom will kick it to me.
See the ball go up in the air!
Oh, it is on the roof!
I hope my foot ball is not lost.
"No, I can see it," said Tom.
What fun it is to play foot ball!

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there station ready

Are you ready to go on the train?
Can you see the smoke from the engine?
The engine says, "Toot! toot! toot!
Hurry, hurry! I am ready to start!
Come, John, run up my steps!
Hurry, hurry! no time to be lost!
Hear my bell, ding-dong, ding-dong!
Get off the track! get off the track!
The engine is coming!
Hurrah! there we go!
See the trees rush by!
How fast we go!
Can you hear me toot?
Get off the track! get off the track!
The engine is coming!"
Here we are at the station.
Come, John, it is time to get off.
We are home at last.

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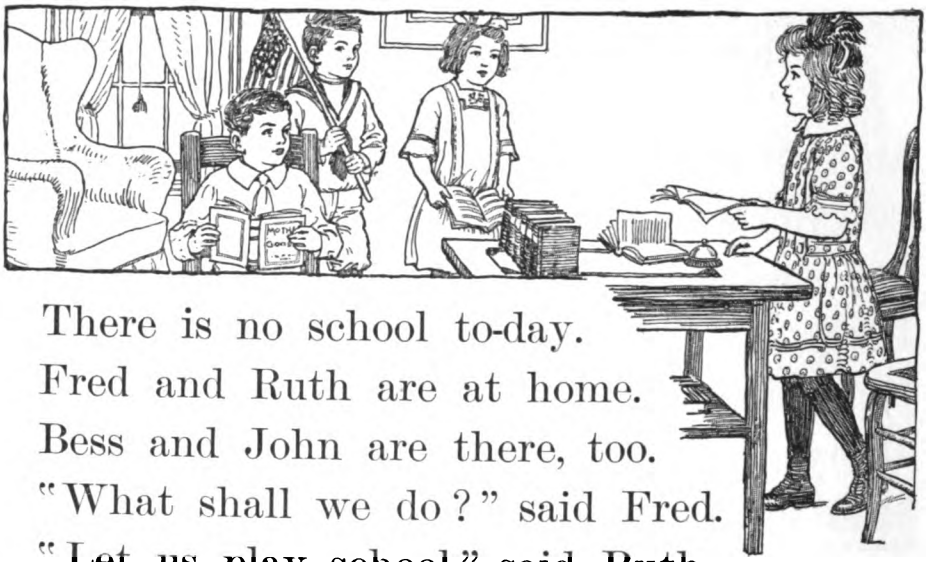

There is no school to-day.
Fred and Ruth are at home.
Bess and John are there, too.
"What shall we do?" said Fred.
"Let us play school," said Ruth.
"Yes, I will be the teacher," said Bess.
"What will be my lesson?" said Ruth.
"I will tell you," said the teacher.
"You must sing a song."
"What will be my lesson?" said John.
"John, you must read a book," said Bess.
"What is my lesson, teacher?" said Fred.
"Fred, you may wave the flag.
I will strike the bell.
You must all be very still."

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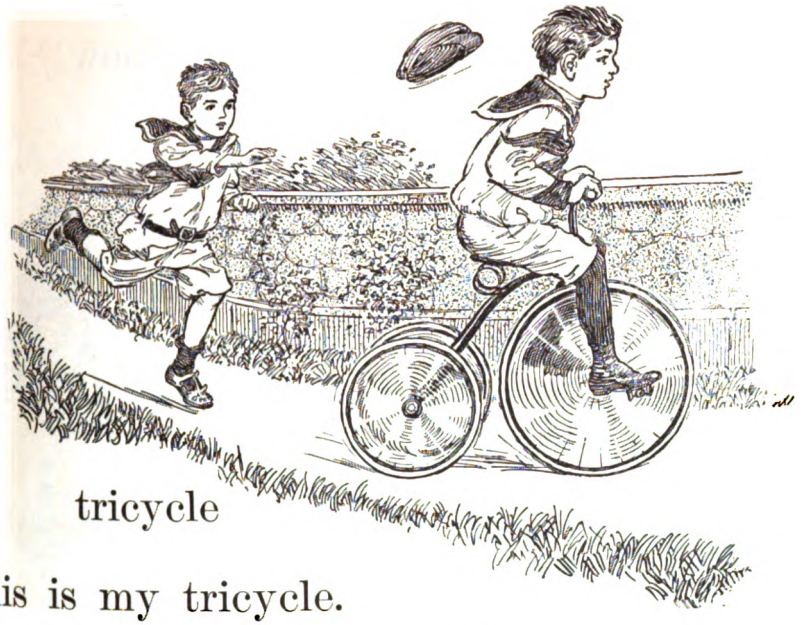

tricycle

This is my tricycle.
Santa Claus gave it to me.
See how fast I can go!
See my feet spin!
Faster and faster go the wheels!
See Tom try to catch me!
Run, Tom! run fast, Tom!
You can not catch me!
You may have a ride, Tom.
Do you like to ride?
It is fun to ride a tricycle.

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head throw snow

I am a big snow man.
Dick and Rob made me.
They made me out of soft snow.
My legs are two big snow balls.
My head is a snow ball, too.
I have two funny arms.
I have a big, big nose.
Do not throw snow balls.
Do you wish to hit me?
Dick, Dick, you have hit my big nose.
Oh, I am a poor snow man.
I can not run away.
See, you have hit my arm.
Oh, my poor head is off.
My poor arms are off, too.
I am a snow man no longer.

NOTE. If the school is where snow men can not exist, here is an excellent opportunity for the teacher to describe them. Before reading, she should give the children a mental glimpse of old Jack Frost.

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about

Little red bird, in the tree,
In the tree,
In the tree,
Little red bird, in the tree,
Sing a song for me.

Sing about the roses
On the garden wall.
Sing about the bird swing
In the tree top tall.

Little red bird, in the tree,
In the tree,
In the tree,
Little red bird, in the tree,
Sing a song for me.

(Adapted from old nursery song)

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In the following words *au* and *aw* take the sound of *a* in all (see table, p. 19, in the Phonetic Chart):

aw, *au* } = *a* in all

saw	haul	paw	law	caw
raw	Paul	claw	daub	flaw
caw	cause	draw	haul	lawn
paw	pause	dawn	fawn	fraud
law	fraud	yawn	Maud	draw
jaw	crawl	bawl	hawk	dawn
claw	drawl	brawl	pawn	pause
straw	shawl	sprawl	drawn	clause

REVIEW

hill	cue	fly	due	sue
hail	few	pie	may	hoe
hale	pew	food	loaf	fraud
haul	jaw	pool	rail	fried
hall	hole	maid	trail	lawn
heel	daub	draw	birch	noon
heal	room	straw	spurt	fail
hull	crawl	throat	shawl	fork

Digitized by Google

In the following words *ou* and *ow* are pronounced alike (see table, p. 19, in the Phonetic Chart):

cow	out	found	loud	our
now	pout	round	proud	bow
mow	shout	sound	flour	loud
bow	stout	pound	couch	trout
how	spout	ground	house	sour
town	snout	count	blouse	couch
brown	sprout	cloud	mouse	frown
drown	bound	mouth	sound	mouth

REVIEW

ill	too	hoe	sail	dew
ail	our	shy	hay	frail
eel	law	raw	why	float
all	pew	new	hurt	cube
out	stew	loop	raise	beak
awl	lawn	soap	sleep	mow
owl	town	down	draw	froze
toot	moon	brown	thorn	which
cow	mouse	sprout	house	shame

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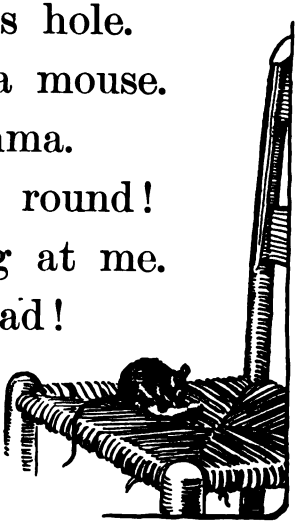
A little mouse came to visit me, mamma.
He came after I was in bed.
He came creeping out of his hole.
He was such a wee bit of a mouse.
He must have lost his mamma.
How fast he ran, round and round!
All the time he was looking at me.
What a long slim tail he had!
He ran up the chair leg.
Soon he was eating.
What do you think!
He had a bit of my cake, mamma.
It was the cake I had at bed time.
He nibbled and nibbled.
He was very still.
"I can see you, little mouse," I said.
The little mouse gave a jump.
The little mouse gave a leap.
The little mouse gave a peep.
Then off he ran to his hole.



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so

I am Jack's little dog.
My name is Bow-wow.
I have long black fur.
My fur makes a warm coat in winter.
Jack can take off his coat.
I can not take off my coat.
See what sharp teeth I have!
I will not bite you.
I like little boys and girls.
I use my sharp teeth to eat bones.
I get bones from the meat man.
One day May's doll fell into the water.
Jack said, "Go get it, Bow-wow."
So I jumped in and swam to the doll.
Soon I had the doll in my sharp teeth.
Then I swam to the shore.
I laid the doll at May's feet.
And May said, "Good dog, good dog."

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know friends grow

My name is Fluff.
I am Ruth's little kitty.
Ruth likes to rub my soft fur.
Soon I shall grow to be a big cat.
Then I shall catch rats.
Ruth says I am too little to catch them.
Do you know Jack's dog, Bow-wow?
He and I are good friends.
We like to lie by the fire in winter.
Oh! I think it is dinner time.
Yes, Ruth has my dish with some milk.
"Wake up, Bow-wow, it is dinner time."
Bow-wow woke up with a jump.
"Did you say dinner time, Fluff?"
"Yes, Ruth has some milk for me.
She has a bone for you, Bow-wow."
Bow-wow and Fluff keep close to Ruth.
See Bow-wow and Fluff eating dinner.

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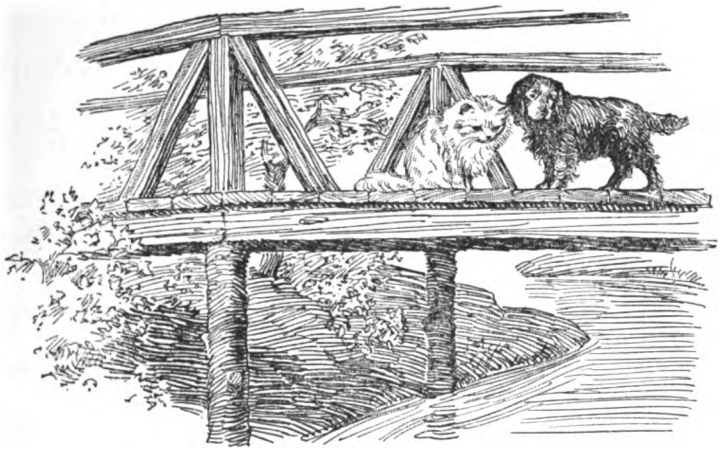

great over where bridge

One day Fluff was sitting on the step.
Soon Bow-wow came by.
"Good-morning, Bow-wow, how do you do?"
"I am pretty well; how do *you* do?"
"Where are you going, Bow-wow?"
"I am going down to the brook."
"May I go, too?" said Fluff.
"Yes, if you wish," said Bow-wow.
So the dog and the kitten started out.
Soon they came to the bridge.

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The bridge was over a deep brook.
"Are there fishes in this brook, Bow-wow?
I like to eat fish," said Fluff.
"Yes, there are fish," said Bow-wow.
"I can not catch them, but I can swim.
See me jump into the water."
Bow-wow jumped in with a great splash.
He swam round and round in the water.
"Oh, I can not do that," said Fluff.
"Jump in; it will not hurt you," said Bow-wow.
So kitty jumped into the brook.
"Mee-ow, mee-ow," said Fluff, "how cold it is!
Do help me! I am so wet!
Help me, Bow-wow, that is a good dog."
So Bow-wow swam to Fluff.
"Now, crawl up on my back."
Fluff crawled up on Bow-wow's back.
Then Bow-wow swam to the shore.
"Now, Fluff, dry your fur in the sun.
Then we will go home," said Bow-wow.

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asleep does were

Bow-wow was asleep in the barn.
His eyes were shut.
Fluff came running by.
"Oh, Bow-wow, will you go with me?
I am going up the street."
Bow-wow woke up with a jump.
"Yes, Fluff, I shall be glad to go.
See the big black dog, Fluff.
Look, look! he is running for you.
Run up the tree, Fluff, I will keep him off."
"Oh, Bow-wow, he will try to bite you.
Oh, Bow-wow, did he hurt you?"
"Yes, he hurt my leg," said Bow-wow.
"He was a bad dog to bite you," said Fluff.
"Does your leg hurt much, Bow-wow?"
"Yes, Fluff, it does hurt.
Let us go home as fast as we can."
Then Bow-wow and Fluff trotted home.

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many bread Mr. door could

May had just fed Fluff and Bow-wow.
"Do you like bread and milk?" said Fluff.
"Yes, I like it," said Bow-wow.
"I like a little meat too," said Fluff.
"I like a big bone to bite," said Bow-wow.
"I saw a little mouse one day," said Fluff.
"He went into a little hole.
I wish I could catch him."
"I can catch a big rat," said Bow-wow.
"The big rats are in the barn.
It is hard to catch them.
The old rats are very wise."

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"Let us go to the barn," said Fluff.
"Yes, yes, let us go," said Bow-wow.
"What a wide door the barn has!
How many horses can you see, Fluff?"
"There are one, two, three," said Fluff.
"What long tails they have!
How glossy their manes are!
What long legs they have!"
"How do you do, Bow-wow?" said Mr. Black Horse.
"How do you do, Mr. Black Horse?" said Bow-wow.
"Did you have your oats, this morning?"
"Yes, Bow-wow, I had my oats.
I had corn and hay to eat, too.
See, I am eating hay now."
"I do not like hay," said Bow-wow.
"I like to eat meat and bite bones."
"I do not like meat," said Mr. Black Horse.
"I like to eat grass, and hay, and corn."

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In the following words *oi* and *oy* are pronounced alike (see table, p. 19, in the Phonetic Chart):

coy	oil	coin	join	foist
boy	coil	toil	loin	joist
toy	boil	soil	joint	hoist
joy	cloy	broil	point	moist

REVIEW

file	fir	toe	oil	joy
fill	fur	toy	eat	dry
fell	for	raw	use	now
fall	lie	boil	toot	paw
fail	foe	boot	case	hoot
fool	toil	food	turn	mail
feel	fire	flour	leak	float
foul	fore	tried	spoil	wise
fowl	boy	thaw	park	hoist
far	rain	whoa	north	news
fear	coat	broom	which	coast
fair	point	mouse	strike	sharp

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In the following words *c* before *e* is pronounced like *s*; *g* and *dg* before *e* are pronounced like *j* (see table, p. 19, in the Phonetic Chart):

ace	ice	rice	age	edge
face	nice	dice	rage	ledge
lace	pace	slice	cage	wedge
race	trace	trice	page	sledge
cell	brace	mice	stage	ridge
sell	space	spice	wage	bridge
sent	place	price	jam	badge
cent	grace	twice	gem	judge

REVIEW

cat	cot	rock	stag	page
can	rice	price	stage	hug
cap	nice	twice	gag	huge
lace	slice	rag	gage	edge
face	grace	rage	flag	egg
place	coke	wag	age	jug
space	clock	wage	glad	judge
spice	cent	wedge	bridge	gem

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THE LITTLE RED HEN

who coming yellow took

Little Red Hen was in the farm yard with her chicks.

"Look, look, I have found a grain of corn," said the little red hen.

"Who will plant this corn?"

"Not I," said the duck.

"Not I," said the cat.

"Not I," said the dog.

"Not I," said the pig.

"Then I will," said the little red hen.

So she planted the corn.

"See, the corn is coming up," said the little red hen.

"Who will hoe the corn?"

NOTE. The teacher in the city, and in the country too, needs to be sure that her pupils know about planting and harvesting corn, grinding the corn into meal, and making and baking the cakes.

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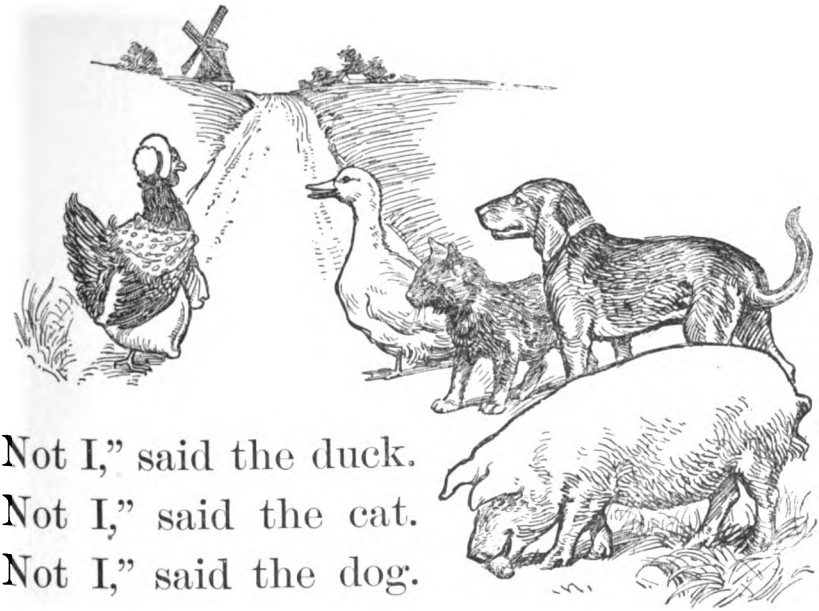

"Not I," said the duck.
"Not I," said the cat.
"Not I," said the dog.
"Not I," said the pig.
"Then I will," said the little red hen.
So she hoed the corn.
"See, the corn is ripe," said the little red hen.
"Who will take this corn to the mill?"
"Not I," said the duck.
"Not I," said the cat.
"Not I," said the dog.
"Not I," said the pig.
"Then I will," said the little red hen.

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So she took the corn to the mill.

"See this yellow meal," said the little red hen.

"Who will make it into cakes?"

"Not I," said the duck.

"Not I," said the cat.

"Not I," said the dog.

"Not I," said the pig.

"Then I will," said the little red hen.

So she made the meal into cakes.

"See, the cakes are all baked," said the little red hen.

"Who will eat these cakes?"

"I will," said the duck.

"I will," said the cat.

"I will," said the dog.

"I will," said the pig.

"No, you will not," said the little red hen.

"My little chicks and I will eat them. Cluck, cluck!"

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is n't window behind can't

I like to ride on the steam cars, papa.
Where are we going?
We are going to the city, Paul.
Papa, see the man with the blue coat!
That is the brakeman, Paul.
I am glad my seat is near the window.
I can see so many things.
Ding-dong! ding-dong!
What is that, papa?
That is the bell on the engine.
How fast the trees and houses go by!

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See the dog running, papa!
See him bark at the train!
Is n't that fun!
He can't catch the train, can he, papa?
See, he is left far, far behind!
See the little girl in the next seat.
What a pretty doll she has, papa!
Look, papa, she has dropped her doll!
Paul, will you pick it up?
Thank you, Paul, you are a good boy.
The little girl spoke to Paul.
"Will you come and sit with me?"
Then the children sat in the same seat.
"What is your name?" said Paul.
"My name is Ruth," said the girl.
"I know your name," said Ruth.
"Your papa called you Paul."
"Yes, that is my name," said Paul.
"I am going to the city," said Ruth.
"So am I," said Paul.

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I saw a pretty robin
Come hop, hop, hop;
And I said, "Pretty bird,
Will you stop, stop, stop?"
I went to the door
To say, "How do you do?"
But he shook his little tail,
And away Robin flew.

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The following words are irregular: the sound of *i* is long; *ea* is like short *e*; and *ow* is like long *o*.

book	hold	dread	row
cook	mold	head	own
hook	sold	lead	mown
look	told	read	grown
nook	scold	spread	sown
took	bind	tread	shown
shook	blind	meant	thrown
brook	find	blow	book
good	grind	bow	gold
hood	kind	bowl	find
wood	mind	blown	bread
stood	rind	crow	bowl
foot	wind	flow	head
wool	child	grow	child
old	mild	low	hold
bold	wild	show	took
cold	pint	tow	dead
gold	bread	mow	snow

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k before *n*, *w* before *r*, and *gh* after a vowel are usually silent.

knee	know	wrote	might	caught
kneel	known	wrap	tight	taught
knelt	knew	wrong	right	bough
knell	wren	high	bright	knee
knit	wrench	nigh	fright	write
knife	wreck	sigh	light	night
knot	wrist	night	alight	light
knock	write	sight	fight	knife

REVIEW

cat	cure	cried	broil	toy
cot	new	roast	heal	stew
cane	hawk	river	hurt	corn
cut	Maud	foe	bark	tie
coat	boy	cue	her	fern
car	cold	chain	cry	mark
cur	wood	fly	maid	coach
care	grain	dirt	lawn	hoe
core	meal	house	boat	tied

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should cradle breaks Indian love

"Rock-a-bye, baby,
Upon the tree top,
When the wind blows
The cradle will rock;
When the bough breaks
The cradle will fall,
Down will come baby,
Cradle, and all."

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Can you see me in my cradle?
I am a little Indian baby.
My mamma hung me in a tree.
The wind makes me swing, swing, swing.
It makes me go to sleep.
When I wake up I open my eyes.
I hear a little bird singing.
Can you hear his sweet song, mamma?
Oh, I see you, pretty blue bird.
I can see you shake your little head.
What round black eyes you have!
You are looking at me.
Have you a nest in the tree?
"Yes, baby, I have a nest," said Blue Bird.
"I have three little eggs in it.
Should you like to see them?"
I love you, pretty blue bird.
I like to hear your sweet song.

NOTE. Teachers will of course tell their pupils about the Indian baby and explain the way its mother carries it, before they attempt to have the children read this page.

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live violets

Can you see me?
I am peeping at you from the green grass.
Can you see my little blue cap?
I am a little water violet.
I live beside the pretty brook.
I have many little sisters.
Can you see them?
We all live in the grass.
We all have blue caps.
Our little dresses are green.
Can you see us, little girl?
"Oh, yes, I see you, pretty violet.
I see your little sisters too.
I see you in the green grass.
I will pick you and your little sisters.
I will take you home to my dear mamma.
My mamma loves the sweet violets.
Oh, mamma, see these blue violets!"

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spider Mrs. caught

Oh, Bess, see the spider web!

Yes, yes, and there is Mrs. Spider too!

Mrs. Spider has very sharp eyes.

See how still she keeps in her web!

She hopes a fly will come buzzing by.

She can tell Mr. Fly by his buzz-buzz.

Take care, Mr. Fly, you came very near.

Mrs. Spider will eat you if you get into her web.

There, Mr. Fly, at last you are caught.

Sweep down the cobweb with your broom, May.

Well, Mr. Fly, May swept you down just in time.

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know pictures

Good morning, children.
Do you know who I am?
My name is Jack Frost.
I will tell you what I do.
I make pretty pictures on the windows.
Have you seen my pretty frost pictures?
The warm sun will rub them out.
I put the flowers to sleep in winter.
They sleep under deep snow.
I make ice on the ponds.
Then little boys and girls can skate.
I open the nuts on the trees, too.
Yes, I do many, many things.
"I nip little children on their toes.
I nip little children on the nose."

NOTE. Even the little boys and girls who live where Jack Frost never visits will be glad to make his acquaintance if properly introduced. The teacher should tell a few stories about coasting and skating. They will be helpful in connection with lessons on pages 109 and 113.

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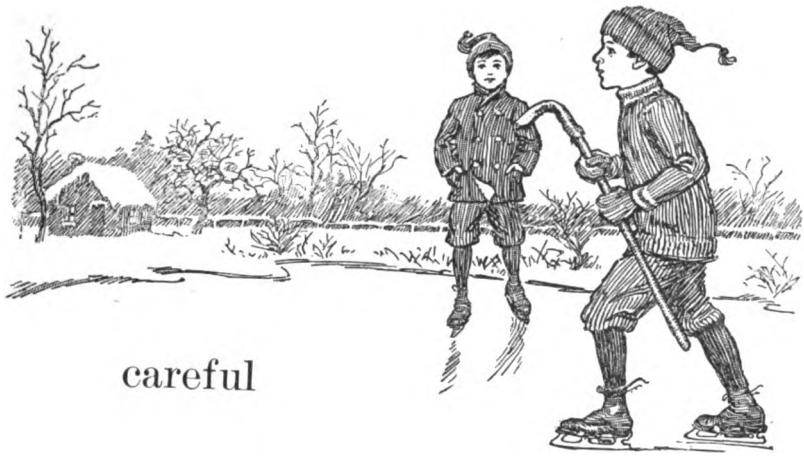

Oh, mamma, see my new skates!
Papa gave them to me.
Will you help me put them on?
You must be careful on the ice, John.
Good-by, mamma, I will be careful.
Here we go! how smooth the ice is!
How fast we go!
We fly like the wind.
We must be careful of the holes.
We must not fall into the water.
The boys have made a fire.
Let us go up and warm our fingers.

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Teach the sound of *qu*.

quilt	quit	quip	quill	squeal
quite	quell	quail	square	squirm
quizz	quack	queer	squint	squeeze
quick	quench	queen	squeak	squirrel

REVIEW

vest	fail	oil	hue	low
cove	hoe	boy	boil	row
whiz	food	root	quit	blow
beam	float	mew	quill	flour
sister	barn	quilt	joint	alive
queer	news	couch	lawn	sorry
finish	strap	hawk	quail	quite
strike	burst	quack	moist	quick
shame	brain	round	shoot	brood
scrape	shawl	mouth	sprout	goose
wheat	throat	squeak	square	queen
stretch	squeal	scratch	brown	flower
stream	church	squirm	squeeze	clatter

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The following table contains a drill upon important vowel sounds.

fir	tar	bar	bane	mile
fur	till	bin	bone	mail
far	tile	ban	burn	male
for	toil	bill	born	meal
fill	tall	but	barn	mule
file	tire	bun	cat	pill
fell	tail	bell	cot	pail
fire	tale	boil	car	pale
fall	tool	bite	cur	peel
fail	tamė	bail	cut	peal
fin	tear	bale	caw	pile
fine	tore	bile	coat	pole
fear	time	bore	cutę	pool
fool	tone	bur	core	ride
feel	tune	beet	cure	rode
fore	turn	beat	deer	road
foul	bit	boat	dear	read
fowl	bat	ball	dire	reed
tell	bow	bawl	mill	raid

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worm want

Said the black little chick,
With a queer little squirm,
"I wish I could find
A fat little worm!"

Said the brown little chick,
With an odd little shrug,
"I wish I could find
A fat little bug!"

Said the white little chick,
With a shrill little squeal,
"I wish I could find
Some sweet yellow meal!"

"See here!" clucked the hen,
From the green garden patch,
"If you want any dinner,
You must scratch, scratch, scratch!"

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Christmas

This is Tom with his new sled.
Who do you think gave it to him?
He found it Christmas morning.
Mamma says that Santa Claus left it.
See its long, smooth runners.
Tom knows that it will go very fast.
See him draw it up the hill.
How proud he is of his new sled.
There! he is at the top of the hill.
Now he takes his sled in his hands.
See Tom give a quick run and jump.
Look, he is flying like a bird!

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chimney

Do you know this little fat man?
Can you tell me his name?
Yes, his name is Santa Claus.
See his round, jolly face.
He comes when boys and girls are asleep.
He pops down the chimney.

"What a long row of stockings!" thinks Santa Claus.
He begins and fills them all.
Dick gets a pair of skates and a ball.
May gets a doll and a doll house.
Little Tom gets a fine sled.
Now Santa gives a hop and a jump and up the chimney he goes.
Yes, up the chimney he goes, bag and all!
Santa Claus is a very sly little man.
No little boy or girl can see him.
How should you like a big bag of toys?

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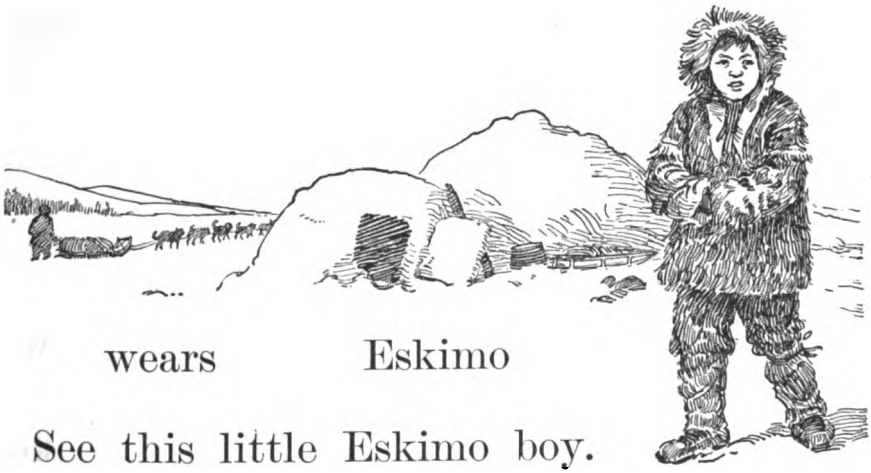

wears Eskimo

See this little Eskimo boy.
He is dressed all in fur.
He wears two warm fur coats.
His boots are made of fur, too.
His papa makes his house of snow.
He makes it low and round.
It has one little door.
He has to crawl into his house.
His papa has many dogs.
His papa can drive the dogs.
The dogs drag the big sled over the snow.
They are the Eskimo's horses.

NOTE. A few stories about the Eskimo boy and his land of snow and biting cold will add much to the child's interest in the stories of this page.

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work

Did you ever see a load of hay?
Hay is made from the green grass.
It is made from pretty flowers too.
It is dried in the hot summer sun.
When snow comes, the horses, the cows, and the sheep will eat the hay.
Tom's grandpa makes hay, and Tom likes to help him.
Can you see Tom on the load of hay?
The man puts the hay on the wagon.
Tom tramps it down with his feet.
Tom's legs are short and the hay is deep.
It is hard work for little Tom.
What fun it is to ride on the soft hay!
Tom likes to ride on every load.

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THE THREE LITTLE PIGS

mother enough wolf

An old mother pig had three little pigs.
There was not enough for them all to eat.
So the mother pig said to the first little pig:
"You must run away and make a house."
So the first little pig ran away.
He met a man with some straw.

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"Good morning, Mr. Man," said the little pig.

"Please give me that straw to make me a house."

So the man gave him the straw.

Then the little pig made a house.

The next day Mr. Wolf came along.

He rapped at the door, and said:

"Little pig, little pig, let me in, let me in."

"No, no, by the hair of my chinny-chin-chin."

"Then I'll huff and I'll puff, and I'll blow your house in."

So he huffed and he puffed, and he blew the house in.

Then he ate up the poor little pig.

The second little pig met a man with a bundle of sticks.

"Please, Mr. Man, give me those sticks to make a house."

So the man gave him the sticks.

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Then the little pig made a house.

The next day old Mr. Wolf came along.

He rapped at the door, and said:

"Little pig, little pig, let me in, let me in."

"No, no, by the hair of my chinny-chin-chin."

"Then I'll huff and I'll puff, and I'll blow your house in."

So the wolf huffed and he puffed, and he blew the house in.

Then he ate up the poor little pig.

The third little pig met a man with some bricks.

"Good morning, Mr. Man.

Please give me those bricks to make me a house."

So the man gave him the bricks.

Then the little pig made a house.

The next day old Mr. Wolf came along.

He rapped at the door, and said:

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"Little pig, little pig, let me in, let me in."

"No, no, by the hair of my chinny-chin-chin."

"Then I'll huff and I'll puff, and I'll blow your house in."

So the wolf huffed and he puffed; he puffed and he huffed.

But he could not blow the house down.

The bricks were too strong.

Then the old wolf said:

"I will jump upon the roof.

I will jump down the chimney and eat you up."

Then the little pig took a big kettle.

He hung it over the hot fire.

He filled it full of boiling water.

Then Mr. Wolf jumped into the chimney.

He fell down, down, down, and plump into the kettle of hot water!

That was the end of Mr. Wolf.

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